

Professional Inquiry Project Presentation Template

Please include the following sections in your presentation. An example appears below.

- Issue - The issue we decided to investigate was . . .
 - . . . differentiating instruction for gifted students.
- Stakeholders - This issue affects . . .
 - Students with special needs comprise 14% of the student population in our high school, and over half of those students are gifted.
- Background of the Problem - What you need to understand about this issue is . . .
 - Although stereotypical notions of children who are gifted evoke images of know-it-alls, nerds, or teachers' pets who do well in school, students who are gifted have just as many special needs as students who are mentally handicapped and are actually one of the most underserved populations in our schools. Many gifted students are perfectionists who exhibit symptoms of anxiety and depression in spite of their academic achievement and success. Large numbers of gifted students are also chronically in trouble for misbehavior, truancy, and underachievement. They are frequently overlooked by teachers who do not understand their behavior, frustrate parents who expect them to be gifted in everything they do, and confuse peers with their "quirky" interests and social and emotional immaturity.
- Rationale - We decided to investigate this because . . .
 - . . . over 1/3 of the students in our Spanish 3 class have been officially labeled as students who are gifted. We have a number of classroom management issues in that hour and are wondering if that is, in part, due to the fact that we do not seem to be meeting their needs.
- Research Questions - We wanted to know . . .
 - . . . what to expect from students who are gifted and what they need?
 - . . . why gifted students so often fail to complete their work or participate in class?
 - . . . how other language teachers have successfully addressed some of their needs in the past?

Professional Inquiry Project Presentation Template

- Research Process/Data Collection Tools - The three different sources of information we consulted were . . .
 - . . . *interviews with students, parents, counselors, and/or special ed teachers*
 - . . . *survey of Spanish 3 class*
 - . . . *research articles from FL Annals*
- Methods of Data Analysis - We made sense of our data by . . .
 - . . . *identifying the main ideas from each interview and then looking for key themes that were repeated over and over again across the interviews*
 - . . . *tabulating the survey results*
 - . . . *comparing our results with what the research articles said*
- Findings - What we learned was . . .
 - . . . *students who are gifted have strengths and weaknesses just like anyone else*
 - . . . *students who are gifted do not benefit from being assigned MORE of the same work, or just doing the work FASTER—they process information differently than other students, so they need work that engages them differently*
 - . . . *students who are gifted need to be challenged cognitively*
 - . . . *students who are gifted need support to develop stronger social and emotional skills*
 - . . . *students who are gifted often do not do work because it is boring or seems irrelevant*
 - . . . *students who are gifted sometimes feel completely overwhelmed because they have difficulty narrowing their interests to a reasonable topic, synthesizing all they know, or knowing how to break things down into manageable steps*
 - . . . *some students who are gifted do not do work because they do not know how to get started, or do not complete it because they bounce around from one interesting bit of information to another*

Professional Inquiry Project Presentation Template

- Interpretations/Implications for Teaching - What we will do differently now that we know this is . . .
 - . . . *teach students how to recognize their strengths and compensate for their weaknesses*
 - . . . *differentiate our instruction for ALL students more frequently*
 - . . . *give students assignments that ask them to think about things that are interesting and meaningful to them*
 - . . . *teach students explicitly how to participate in groups and how to communicate their feelings in appropriate ways*
 - . . . *ask students to spend more time creating with the language for audiences they care about*
 - . . . *scaffold work for students more carefully--breaking things down into smaller pieces, modeling the product and the process, and thinking aloud for them*

- Discussion - What we learned about schools, teaching, learning, and inquiry was . . .
 - . . . *that kids slip through the cracks in the bureaucracy of schools.*
 - . . . *that differentiating instruction for students with special needs actually benefits ALL students.*
 - . . . *that students' needs should drive learning, not teachers' plans (or rather, that teachers' plans should be based on students' needs).*
 - . . . *that when you rely on more than one source of information, interesting contradictions and puzzles are revealed that help you to see important, but often hidden, facets of the issue.*